

EYD Plan Focus Group: Reconnecting Our Youth

“What does College- and Career-Readiness look like at both the youth-level and within a system or community that supports a youth’s successful transition into adulthood?”

Systems-Level Outcomes	Youth-Level Outcomes
<p>An environment that supports successful youth transition has the following qualities...</p> <ul style="list-style-type: none"> • Supportive. • Open/receiving. • Differentiated learning. • Collaborative. • Allows every child to transition successfully regardless of their zip code. • Safe. • Adults who are willing and able to model successful adulthood for DC kids and youth. • Offers a myriad of supports, i.e. religious, social, academic, etc. • Has cooperation of multiple agencies and organizations that are able to train students. • Collective effort. • Provides youth with the opportunities to partner with local business/education leaders as role models to gain experiences and prepare them with real-world learning experiences. • Transparent. • Leverages existing resources such as recreation centers for offering career readiness (soft) skills and life skills courses—everything from babysitting certification to resume writing, interview techniques, etc. • Possibly has a “Life Chooser” like the “School Chooser” that focuses on career and life readiness. • Agencies share objectives for supporting youth, e.g. DCPS and PCS with DOES focusing on youth employability. • CBOs and agencies collaborating and pooling resources to offer opportunities. • Has a cohesive and coordinated system of providers (schools, health care, etc.) that helps guide development of youth and build youth competencies. • Various stakeholders (government, CBOs, philanthropy, churches, etc.) working toward a shared goal. 	<p>A young person who has made a successful transition to adulthood has the following qualities...</p> <ul style="list-style-type: none"> • Able to support him/herself and eventually others (financially, emotionally, spiritually). • Contributes to the community. • Able to negotiate and navigate society. • Able to financially support him/herself. • Reaches goals. • Understands his/her place in the world (civic engagement). • Able to understand and pursue available choices and the consequences of those choices. • Leaves high school connected to employment and/or education opportunities that allow them to feel fulfilled. • Able to adapt and thrive in whatever comes his/her way. • Able to be a productive participant in his/her community. • Able to achieve or work toward personal goals. • Has developed fundamental skills to be successful in post/secondary studies and/or entry into the workforce. • Works by him/herself or with parents to have a checklist of what is needed for success in terms of high school graduation, college acceptance and graduation, career readiness, life readiness, etc. • Knows about resources for support. • Has a plethora of life/career options. • Can independently self-advocate and navigate various social, economic, and academic environments. • Has self-sustaining curiosity for life. • Takes responsibility for and ownership over his/her successes and failures. • Able to support him/herself economically. • Has connections to education and/or employment. • Has someone to ask for help and support if necessary. • Has caring and supportive adults and peers in his/her life. • Goal-directed. • Aware of and confident in his/her skills and knowledge. • Has made concrete accomplishments.

<ul style="list-style-type: none"> • Has policies, programs, and funding streams that are aligned toward the shared goals. • Has a responsive system of services that is guided by healthy youth development principles. • Provides overlapping developmentally appropriate and comprehensive services. • Seamlessly incorporates the perspectives of parents, students, higher education, and the business community. • Provides guidance and navigation skills to successfully chart a pathway from school to careers. • Outlines goals for students and parents in advance in order to provide more resources. • Provides jobs/internships with new companies involving students' goals, careers, and communities as new citizens of the workforce and of society. 	<ul style="list-style-type: none"> • Resourceful, resilient, culturally competent. • Engages in and pursues education or career. • Civic involvement. • Has the skills necessary to succeed in higher education or a meaningful career. • Has the life skills to sustain him/herself.
<ul style="list-style-type: none"> • Support <ul style="list-style-type: none"> ○ Open/receiving. ○ Allows every child to transition successfully regardless of zip code. ○ Offers a myriad of supports, i.e. religious, social, academic, etc. ○ Agencies share objectives for supporting youth, e.g. DCPS and PCS with DOES focusing on youth employability. ○ Various stakeholders (government, CBOs, philanthropy, churches, etc.) working toward a shared goal. ○ Has policies, programs, and funding streams that are aligned toward the shared goals. ○ Has a responsive system of services that is guided by healthy youth development principles. ○ Provides overlapping developmentally appropriate and comprehensive services. ○ Provides guidance and navigation skills to successfully chart a pathway from school to careers. ○ Outlines goals for students and parents in advance in order to provide more resources. • Resources <ul style="list-style-type: none"> ○ Differentiated learning. ○ Has cooperation of multiple agencies and organizations that are able to train 	<ul style="list-style-type: none"> • Achievement <ul style="list-style-type: none"> ○ Leaves high school connected to employment and/or education opportunities that allow them to feel fulfilled. ○ Able to achieve or work toward personal goals. ○ Has a plethora of life/career options. ○ Has connections to education and/or employment. ○ Goal-directed. ○ Has made concrete accomplishments. ○ Engages in and pursues education or career. ○ Civic involvement. • Self Sufficiency <ul style="list-style-type: none"> ○ Able to support him/herself and eventually others (financially, emotionally, spiritually). ○ Contributes to the community. ○ Able to negotiate and navigate society. ○ Able to financially support him/herself. ○ Understands his/her place in the world (civic engagement). ○ Able to understand and pursue available choices and the consequences of those choices. ○ Able to adapt and thrive in whatever comes his/her way. ○ Able to be a productive participant in his/her community. ○ Knows about resources for support. ○ Can independently self-advocate and navigate various social, economic, and academic

<p>students.</p> <ul style="list-style-type: none"> ○ Collective effort. ○ Transparent. ○ Leverages existing resources such as recreation centers for offering career readiness (soft) skills and life skills courses—everything from babysitting certification to resume writing, interview techniques, etc. ○ Possibly has a “Life Chooser” like the “School Chooser” that focuses on career and life readiness. ○ CBOs and agencies collaborating and pooling resources to offer opportunities. ○ Has a cohesive and coordinated system of providers (schools, health care, etc.) that helps guide development of youth and build youth competencies. ○ Seamlessly incorporates the perspectives of parents, students, higher education, and the business community. ○ Provides jobs/internships with new companies involving students’ goals, careers, and communities as new citizens of the workforce and of society. <ul style="list-style-type: none"> ● Role Models <ul style="list-style-type: none"> ○ Adults who are willing and able to model successful adulthood for DC kids and youth. ○ Provides youth with the opportunities to partner with local business/education leaders as role models to gain experiences and prepare them with real-world learning experiences. 	<p>environments.</p> <ul style="list-style-type: none"> ○ Has self-sustaining curiosity for life. ○ Takes responsibility for and ownership over his/her successes and failures. ○ Has someone to ask for help and support if necessary. ○ Resourceful, resilient, culturally competent. <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Has developed fundamental skills to be successful in post/secondary studies and/or entry into the workforce. ○ Aware of and confident in his/her skills and knowledge. ○ Has the skills necessary to succeed in higher education or a meaningful career. ○ Has the life skills to sustain him/herself.
---	---